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ABSTRACT

The Resident Intern Program is designed to teach methods courses in concert with student teaching in elementary education for two sequential semesters. The program included two schools identified cooperatively by the Memphis City Schools and Memphis State University. Twenty-two college students, 22 clinical teachers, and four university professors participated in the program. Eight methods courses were taught during two sequential semesters: art, language arts, math, music, physical education, reading, science, and social studies. Following an overview of the program covering the objectives and goals, requirements for entering, and a description of the program, this report includes progress reports, program experiences, recommendations, and quotes from participants. A summary indicates a favorable participant reaction to the program.
(MJM)

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RESIDENT INTERN PROGRAM

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CHAPTER ONE
RESIDENT INTERN PROGRAM

INTRODUCTION

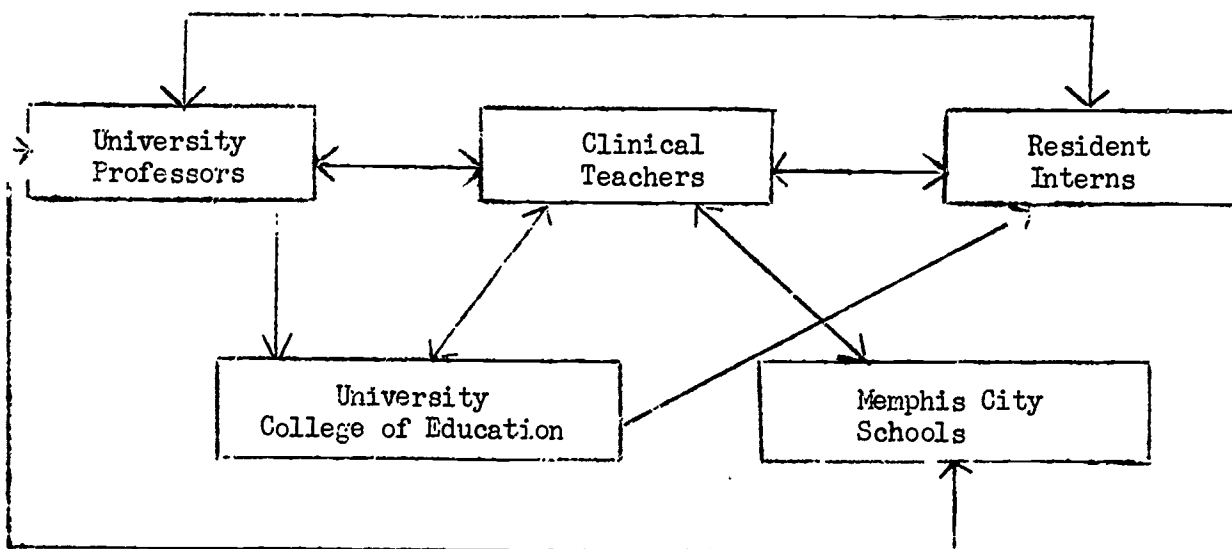
The Resident Intern Program is an organized program to teach methods courses in concert with student teaching for two sequential semesters.

The program began with twenty-two college students, twenty-two clinical teachers, and four university professors.

The program included two schools identified cooperatively by the Memphis City Schools and Memphis State University.

Eight methods courses are taught during two sequential semesters: (1) art, (2) language arts, (3) math, (4) music, (5) physical education, (6) reading, (7) science, and (8) social studies.

Organization Chart



OBJECTIVES AND GOALS OF THE RESIDENT INTERN PROGRAM

1. To use the elementary classroom as a laboratory for preparing teachers.
2. To develop a joint school-university responsibility for teacher education.
3. To blend pre-service education and in-service education into an ongoing program.
4. To blend educational theory and classroom practice.
5. To provide a comprehensive intern experience for future teachers.
6. To provide an awareness of university and school programs for those concerned with teacher education.

REQUIREMENTS FOR ENTERING THE

RESIDENT INTERN PROGRAM

1. The student must have at least a 2.0 grade average for all courses taken.
2. The student must have completed 60 semester hours of course work. The student must complete an application for the Resident Intern Program before he has completed 75 semester hours. For the fall semester the application must be submitted by March 1st and for the spring semester October 1st. The student applicant must receive the approval of the coordinator of the Resident Intern Program. The coordinator shall inform the applicant of approval by letter.
3. The student must be admitted to the teacher education program.
4. The student must have a 2.25 grade average for all professional education courses attempted.
5. The student must have a 2.25 grade average for all course work attempted for elementary teaching endorsement.
6. The student must have completed the following professional education courses:

2011 Educational Thought and Practice
2111 Human Growth and Development
3121 Psychology of Learning

DESCRIPTION OF THE PROGRAM

The Resident Intern Program is a program designed to teach the methods courses in concert with student teaching for two sequential semesters. Resident interns are limited to teaching four subject areas each semester. The methods and student teaching are planned and directed by university professors and clinical teachers. Each clinical teacher is assigned one resident intern each semester. The clinical teacher works with the resident intern in the role of a supervisor of student teaching. The clinical teacher meets with the university professors and works cooperatively to provide teaching experiences for students.

Two Memphis City Schools were selected for the program. The schools selected provided the students experiences in different locations and different types of socio-economic communities.

The clinical teachers and professors meet bi-monthly for a seminar. Each professor is given an opportunity to work with the teachers concerning his subject area. The professor defines and clarifies the role of the resident intern as related to the area. Expectations are discussed and suggestions are encouraged by the professors. Professors and clinical teachers share their philosophies of teaching and insight related to the teaching tasks. Planning for instruction, theory and practice are an integral part of the seminar.

The four university professors schedule the methods courses for the semester in the following manner: the first two weeks are two weeks of intensive instruction with the four classes meeting 1½ hours each, 8 a.m. to 4 p.m.; thereafter the classes meet only on Wednesdays.

The resident intern is directly responsible to the university professor and the clinical teacher for the four assigned subject areas in the school classroom. The remainder of the day is used for preparing, teaching, and serving in the classroom as a non-professional aide in a supportive role.

The student is a resident intern in two schools, teaching a semester in each school. Resident interns teach one semester in the primary grades and the other semester in the upper elementary grades.

CHAPTER TWO

RESIDENT INTERNS' PROGRESS REPORT

The Resident Intern

- A. Developed certain skills in the areas of music, science, social studies and reading.

The resident interns:

1. Put together social studies units and packets and used them in their social studies presentations.
2. Used the inquiry approach in social studies and science.
3. Used grouping, research and reporting for instructional purposes.
4. Used audio-visuals, many different pieces of equipment, various materials and experiments to facilitate learning.
5. Used the Orff-Kodaly music approach.
6. Examined many different approaches to reading.
7. Used one or more approaches to teach reading.

B. Developed socially in various pre-professional roles.

The resident interns:

1. Developed an esprit de corps among the resident interns and many friendships.
2. Identified with the clinical teachers and developed good personal relationships with them.
3. Developed a much deeper insight into the characteristics of children as related to human growth and development.
4. Learned about the power structure of the school, school system, university, and community.
5. Related their problems to clinical teachers and professors more readily and openly.
6. Accepted the idea that they were part of the team in a cooperative learning venture and were willing to listen, learn and adjust.

II. Clinical Teachers

A. The clinical teachers supported and promoted the Resident Intern Program.

The clinical teachers:

1. Made suggestions to the resident interns and professors for instruction and offered materials and guidance in the preparation of instruction.
 2. Acted as a team leader in the classroom.
 3. Served as a model for the resident intern.
 4. Encouraged creativity and initiative.
- B. The clinical teachers served as a screening agent.

The clinical teachers:

1. Discouraged improper and poor lesson plans.
2. Acted as a mediator for certain needs.
3. Acted as a sounding board for resident interns and professors.

III. University Professors

- A. The university professors developed methods courses that could be applied in the classroom-laboratory.

The university professors:

1. Defined their courses and related them to the classroom, emphasizing the methods and how to teach.
2. Allowed for different grade levels and individual resident intern needs.
3. Worked with the clinical teachers and explained their courses and how they wanted the interns to teach and perform.

- B. The university professors encouraged and counseled the resident interns and clinical teachers.

The university professors:

1. Worked with the clinical teachers and resident interns in putting together lesson plans.
2. Worked on individual problems as related to the program and the work of the clinical teacher and resident intern.
3. Visited informally with interns and teachers, and observed the interns teaching children.

CHAPTER THREE

PROGRAM EXPERIENCES

The resident interns had many social events, which were encouraged and participated in by the teachers and professors. Special luncheons, dinner parties, and friendly gatherings were such that included all of the interns, many of the teachers and most of the professors. At the close of the semester the Campus School hosted a tea for all of the resident intern participants.

Several of the interns and the coordinator visited several schools in Alabama. The purpose of the trip was to observe and study individualized instruction in the

Cullman City Schools and team teaching, the open school, and individualized instruction at McDonnell Elementary in Huntsville.

Many of the interns continued to work in the classroom after the university semester ended. Some of the interns worked an extra month and helped with the close of school.

THE RESIDENT INTERN QUESTIONNAIRES AND RESULTS

The pre-test questionnaire was administered January, 1972 before the resident interns entered the clinical teachers' classroom instruction. The post test questionnaire was administered April, 1972 after the resident interns had almost completed their teaching assignments in the classrooms. The questionnaire formulated by James C. Philpot, coordinator of the Resident Intern Program, sought beliefs and attitudes held by both the interns and teachers concerning the program.

The questionnaire was given to twenty-two teachers from the Campus School and Ford Road School, and to twenty-two resident interns. The clinical teachers were asked to identify their questionnaire by indicating the grade level they taught, whereas, the resident interns were asked to identify their questionnaires by name.¹

Twenty statements were made regarding the Resident Intern Program. The responses for each item were: (1) agree, (2) disagree, (3) undecided.

¹The principal, librarian, music and art teachers were given a questionnaire, however, these questionnaires were identified and removed from the compilation.

Results of Pre-test -- 1st Column Results of Post Test -- 2nd Column

Clinical Teachers -- CT Resident Interns -- RI

1. The RIP (Resident Intern Program) will be more difficult.

	<u>Agree</u>		<u>Disagree</u>		<u>Undecided</u>	
	Pre	Post	Pre	Post	Pre	Post
CT	3	5	4	16	15	1
RI	2	13	9	5	11	4

2. The RIP will give the student more practical experience for the preparation of teaching.

	<u>Agree</u>		<u>Disagree</u>		<u>Undecided</u>	
	Pre	Post	Pre	Post	Pre	Post
CT	19	20	2	0	1	2
RI	22	22	0	0	0	0

3. Participants will make more decisions with regard to teacher education and instruction of students.

	<u>Agree</u>		<u>Disagree</u>		<u>Undecided</u>	
	Pre	Post	Pre	Post	Pre	Post
CT	17	19	0	0	5	3
RI	19	18	0	3	3	1

4. The program will offer more opportunities for the intern and clinical teacher to work as a team.

	<u>Agree</u>		<u>Disagree</u>		<u>Undecided</u>	
	Pre	Post	Pre	Post	Pre	Post
CT	14	20	5	0	3	2
RI	21	19	0	2	1	1

5. Resident interns will be better prepared to work with children with a wide range of abilities.

	<u>Agree</u>		<u>Disagree</u>		<u>Undecided</u>	
	Pre	Post	Pre	Post	Pre	Post
CT	14	19	5	0	3	3
RI	19	21	0	0	3	1

6. The clinical teachers' role will be more supportive and permissive as related to new modes of instruction and innovations.

	<u>Agree</u>		<u>Disagree</u>		<u>Undecided</u>	
	Pre	Post	Pre	Post	Pre	Post
CT	18	18	1	2	3	2
RI	16	18	2	3	4	1

Results of Pre-test -- 1st Column Results of Post Test -- 2nd Column

Clinical Teachers -- CT Resident Interns -- RI

7. The intern will be delimited less by the clinical teacher.

	<u>Agree</u>		<u>Disagree</u>		<u>Undecided</u>	
	Pre	Post	Pre	Post	Pre	Post
CT	14	15	3	2	5	5
RI	16	15	0	3	6	4

8. The Resident Intern Program will give the students a broader view of the elementary school.

	<u>Agree</u>		<u>Disagree</u>		<u>Undecided</u>	
	Pre	Post	Pre	Post	Pre	Post
CT	20	16	1	0	1	6
RI	22	21	0	0	0	1

9. The RIP will be more beneficial to the interns in the development of understanding children.

	<u>Agree</u>		<u>Disagree</u>		<u>Undecided</u>	
	Pre	Post	Pre	Post	Pre	Post
CT	16	19	3	1	3	2
RI	20	21	2	0	0	1

10. The interns will be more able to adapt their teaching to the children's needs.

	<u>Agree</u>		<u>Disagree</u>		<u>Undecided</u>	
	Pre	Post	Pre	Post	Pre	Post
CT	15	19	3	0	4	3
RI	19	21	1	0	2	1

11. The clinical teacher will be more able to have direct influence on the teacher education program at the university level.

	<u>Agree</u>		<u>Disagree</u>		<u>Undecided</u>	
	Pre	Post	Pre	Post	Pre	Post
CT	9	15	2	5	11	2
RI	11	14	4	2	7	6

12. The university professor's instruction will need to be more attuned to the interns, clinical teachers, children and school.

	<u>Agree</u>		<u>Disagree</u>		<u>Undecided</u>	
	Pre	Post	Pre	Post	Pre	Post
CT	20	18	0	2	2	2
RI	21	22	1	0	0	0

Results of Pre-test -- 1st Column	Results of Post Test -- 2nd Column
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Clinical Teachers -- CT	Resident Interns -- RI
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13. The professors will have to be adaptable and flexible to make the RIP successful.

	<u>Agree</u>		<u>Disagree</u>		<u>Undecided</u>	
	Pre	Post	Pre	Post	Pre	Post
CT	20	21	1	1	1	0
RI	22	22	0	0	0	0

14. The success of the RIP will depend on the flexibility and adaptability of the clinical teachers and interns.

	<u>Agree</u>		<u>Disagree</u>		<u>Undecided</u>	
	Pre	Post	Pre	Post	Pre	Post
CT	21	19	0	0	1	3
RI	22	21	0	0	0	1

15. The intern will be taking more responsibility for assigned instructional areas.

	<u>Agree</u>		<u>Disagree</u>		<u>Undecided</u>	
	Pre	Post	Pre	Post	Pre	Post
CT	19	21	1	0	2	1
RI	21	21	0	0	1	1

16. The content of instruction should be changed when the clinical teacher and intern agree.

	<u>Agree</u>		<u>Disagree</u>		<u>Undecided</u>	
	Pre	Post	Pre	Post	Pre	Post
CT	19	22	1	0	2	0
RI	15	20	0	1	7	1

17. The intern's methods of teaching should not be solely determined by the clinical teacher nor the university professor.

	<u>Agree</u>		<u>Disagree</u>		<u>Undecided</u>	
	Pre	Post	Pre	Post	Pre	Post
CT	20	21	1	0	1	1
RI	21	22	0	0	1	0

18. The intern's methods of teaching should be determined by the intern's self concept, the university professor's instruction, and the clinical teacher's supportive action.

	<u>Agree</u>		<u>Disagree</u>		<u>Undecided</u>	
	Pre	Post	Pre	Post	Pre	Post
CT	20	20	2	0	0	2
RI	22	22	0	0	0	0

Results of Pre-test -- 1st Column			Results of Post Test -- 2nd Column		
Clinical Teacher -- CT			Resident Interns -- RI		

19. The interns will be given more responsibility for discipline because of the nature of their assignment and length of the program.

	<u>Agree</u>		<u>Disagree</u>		<u>Undecided</u>	
	Pre	Post	Pre	Post	Pre	Post
CT	9	19	5	2	8	1
RI	16	20	2	2	4	0

20. The RIP is more comprehensive in the preparation of new teachers.

	<u>Agree</u>		<u>Disagree</u>		<u>Undecided</u>	
	Pre	Post	Pre	Post	Pre	Post
CT	16	18	1	0	5	4
RI	19	21	1	0	2	1

The pre and post test questionnaire responses were overwhelmingly positive. The implication is that the pre-test questionnaire responses were an acceptance of the anticipated program. The post test questionnaire indicated that the teachers and interns had most of these experiences or feelings that the program had been designed to include. It also seemed to indicate the program had been implemented satisfactorily.

Over all the post test showed a marked increase in positive responses as compared to the pre-test and a decrease in negative and undecided. The major shifts of opinion appear in items 1, 8, 11, and 19. Item one stated that the Resident Intern Program would be more difficult. The results of the post test indicated sixteen clinical teachers disagreed which seems to indicate that they did not think the program more difficult than traditional educational programs, however, thirteen resident interns agreed and felt it was more difficult.

Item eight stated the Resident Intern Program will give students a broader view of the elementary school. Six clinical teachers were undecided on the post test, while twenty resident interns agreed that it did.

Item eleven stated the clinical teacher will be more able to have direct influence on the teacher education program at the university level. Eleven clinical teachers and nine resident interns were undecided in the pre-test; however, in the post test fifteen clinical teachers and fourteen resident interns agreed that the clinical teachers did have more direct influence on the teacher education program at the university level.

Item nineteen stated the interns will be given more responsibility for discipline because of the nature of their assignment and length of the program. Only nine clinical teachers agreed in the pre-test while nineteen agreed in the post test. Also, sixteen resident interns agreed in the pre-test and twenty in the post test.

CHAPTER FOUR

RECOMMENDATIONS

GENERAL RECOMMENDATIONS

Many recommendations have been made and it is hoped that many of these can be implemented.

1. Clinical teachers be utilized more in the instruction of the methods courses.
2. University professors be included in the classroom team for instruction.
3. Evaluation forms, teaching time, and planning time, be cooperatively planned by teachers and professors.
4. The program be expanded to include more elementary education students.
5. The university professors should have regularly scheduled planning meetings.

ADMINISTRATIVE RECOMMENDATIONS

The Resident Intern Program was implemented in January, 1972 at a time when existing procedures and anticipated needs could not be fully met. Some needs could not have been anticipated without it being in operation. The program will continue in the fall of 1972 with an expanded enrollment.

In light of the implementation, it is hoped that some of the following recommendations can be incorporated.

- A. The university professor be given credit for one course of three semester hours for 10-20 interns enrolled in each methods course.
- B. The university professor make at least three instructional observations in the classroom of the intern.
- C. The university professor be given 9¢ per mile for travel to the school for observations, conferences, and seminars.
- D. The clinical teachers be given the privileges afforded supervising teachers.
- E. The clinical teachers be recognized for their extended service as a supervisor and be paid \$60 per semester.

CHAPTER FIVE

QUOTES FROM PARTICIPANTS

The following quotes are from students, teachers, and coordinator that participated in the Resident Intern Program.

I could write a whole book praising the RIP. I really think it's fantastic. The main advantage is that it gives the student a more realistic picture of teaching. Since a resident intern teaches for two semesters rather than eight weeks I feel that he will be better able to cope with any situation he will face in his actual teaching career. The extended time also gives him a better opportunity to really know his supervising teacher.

Because the RIP group is small you become better acquainted with your professors and fellow students. For the first time since I've been a student I feel like a person instead of a social security number.

I am very glad that I decided to join the Resident Intern Program. I feel that I have gained more in this semester than in all three years of college. I enjoyed this semester very much and I'm looking forward to this fall.

Student -- Gloria Paller

I feel that the RIP has been most beneficial to my college education. In the program I have been able to develop my own concepts of the teaching profession and what the entire situation is all about. I have been introduced to many of the facets of teaching and feel as if I have learned much more than I had anticipated. This program has offered a variety of teaching experiences; and, since it lasts longer than regular student teaching, I feel as if I am more capable of handling any problem which should arise in the classroom

I have thoroughly enjoyed every minute of it and hope that the program becomes an integral part of MSU. It is well worth all the time and effort.

Student -- Nancy Moudy

I see tremendous value to the college student as well as the elementary student in this trial Resident Intern Program. By giving the college student a longer period of actual teaching experience and close classroom observation, he is better equipped.

Teacher -- Mrs. Terry Brown

I honestly feel that the RIP is a vast improvement over regular student teaching.

Teacher -- Mr. Bruce Walker

I believe the program is one of the best things I have been engaged in since I have been teaching elementary education.

The teachers and students were so involved in the whole learning process that everything seemed to work together for everyone's mutual benefit. The participants seemed to have a sense of deep satisfaction and feeling of accomplishment.

The resident interns became somewhat like a family group with much empathy toward each other.

It was truly a learning experience. I perceive some changes need to be made, but over all it was very beneficial.

Coordinator -- Professor James C. Philpot

SUMMARY

The Resident Intern Program was well received and enthusiastically supported by the participants; students, teachers and professors. The participants' success could be characterized by self-fulfillment. They were also very willing to be involved in the experimental learning process. The program is believed to be applicable to the secondary program.

The Elementary Education Department plans to expand the program to include more students, clinical teachers, professors, and schools.